Amplify Core Knowledge Language Arts®

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6 Native Americans

Knowledge 1–6

Activity Book | Kindergarten

Kindergarten

Knowledge 1-6

Activity Book

Amplify Core Knowledge Language Arts

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Knowledge 1

Nursery Rhymes and Fables

NAME: _____

DATE: _____

Dear Caregiver,

Your student will be reading some popular nursery rhymes at school over the next several days. Listening to nursery rhymes and then saying them will help your student develop an awareness of language that will enable them to become a better reader and writer. Your student will listen to and discuss many nursery rhymes, including:

- "Rain, Rain, Go Away"
- "It's Raining, It's Pouring"
- "Jack Be Nimble"
- "Little Jack Horner"
- "Jack and Jill"
- "Little Miss Muffet"
- "This Little Pig Went to Market"
- "One, Two, Buckle My Shoe"

I have included a copy of all of the nursery rhymes your student will hear. Below are some suggestions for activities that you may do at home to continue enjoying the nursery rhymes and to help your student remember them.

1. Reciting Nursery Rhymes

Say or sing the nursery rhyme with your student or take turns saying the lines of the rhyme. Think of ways to act out the rhyme or use gestures while saying it.

2. Nursery Rhyme Characters and Events

Talk with your student about the characters and events in the nursery rhymes. Ask questions using the vocabulary of the rhyme such as, "What frightened Miss Muffet?" Also, make personal connections to the rhymes with questions such as, "Do you remember the time that we wanted the rain to go away so we could go to the park?"

3. Illustrating Nursery Rhymes

Have your student draw or paint a picture of one of the nursery rhymes and then tell you about it. Again, ask questions to keep your student talking about the nursery rhyme.

4. Rhyming Words in Nursery Rhymes

Many nursery rhymes have rhyming words. Say a line or two from the nursery rhymes your student has learned about, and ask your student to identify the rhyming words. Next, say the rhyme but leave out the second rhyming word for your student to say. Finally, ask your student if they can think of other words that rhyme with the ones identified in the nursery rhyme.

5. Read Aloud Each Day

It is very important that you read to your student every day. At the end of this letter, I have included a list of recommended trade books featuring nursery rhymes that may be found at the library. You may also want to look for nonfiction books to share about topics—such as spiders or stars—mentioned in the nursery rhymes to share with your student.

6. Sayings and Phrases: It's Raining Cats and Dogs

Your student will also learn the well-known saying "it's raining cats and dogs." The next time there is a downpour, will you or your student be the first one to say, "It's raining cats and dogs"?

Be sure to let your student know how much you enjoy hearing what they have learned at school.

Recommended Resources for Nursery Rhymes and Fables

Trade Books

Nursery Rhymes

Arroz con leche: Popular Songs and Rhymes from Latin America, selected and illustrated by Lulu Delacre (Scholastic, 1992) ISBN 978-0590418867

The Real Mother Goose, illustrated by Blanche Fisher Wright (Scholastic, 1994) ISBN 978-0590225175

Fables

Aesop's Fables, by Jerry Pinkney (Chronicle Books, 2000) ISBN 978-1587170003

How the Leopard Got His Claws, by Chinua Achebe and illustrated by Mary GrandPré (Candlewick, 2011) 978-0763648053

Little Cloud and Lady Wind, by Toni Morrison and Slade Morrison and illustrated by Sean Qualls (Simon & Schuster, 2010) ISBN 978-1416985235

NAME: _____

DATE: _____

Roses Are Red

Roses are red,
Violets are blue,
Sugar is sweet,
And so are you.

Ring Around the Rosie

Ring around the rosie,
A pocket full of posies;
Ashes, ashes,
We all fall down.

Rain, Rain, Go Away

Rain, rain, go away,
Come again some other day.
Little Johnny wants to play,
Rain, rain, go away.

Jack Be Nimble

Jack be nimble,
Jack be quick,
Jack jump over
The candlestick.

Little Jack Horner

Little Jack Horner
Sat in a corner,
Eating his Christmas pie;
He put in his thumb,
And pulled out a plum,
And said, "What a good boy am I!"

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

This Little Pig Went to Market

This little pig went to market,
This little pig stayed home;
This little pig had roast beef,
This little pig had none,
And this little pig cried,
"Wee-wee-wee," all the way home.

One, Two, Buckle My Shoe

One, two,
Buckle my shoe;
Three, four,
Shut the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight;
Nine, ten,
A big fat hen.

Star Light, Star Bright

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

Twinkle, Twinkle, Little Star

by Jane Taylor

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Hickory, Dickory, Dock

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling, my son John,
Went to bed with his stockings on;
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John.

NAME: _____

DATE: _____

Little Bo Peep

Little Bo Peep has lost her sheep,
And can't tell where to find them;
Leave them alone, and they'll come home,
Wagging their tails behind them.

Little Boy Blue

Little Boy Blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn;
But where is the boy
Who looks after the sheep?
He's under a haystack,
Fast asleep.

Baa, Baa, Black Sheep

Baa, baa, black sheep,
Have you any wool?
Yes, sir, yes, sir,
Three bags full.
One for the master,
And one for the dame,
And one for the little boy
Who lives down the lane.

Humpty Dumpty

Humpty Dumpty
sat on a wall,
Humpty Dumpty had
a great fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty
together again.

NAME: _____

DATE: _____

Recording Sheet for Recitation of Nursery Rhymes Assessment

Note: You will want to find a time for each student to choose one or more nursery rhymes to recite for you or the class. Use this recording sheet to document this assessment.

Student's Name _____

Date _____

Title of Nursery Rhyme _____

Scoring:

10 Recited entire nursery rhyme correctly

5 Recited some lines of the nursery rhyme correctly

1 Was not able to recite any lines of the nursery rhyme correctly

Comments _____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Dear Caregiver,

I hope that you and your student have been having fun with nursery rhymes at home. At school, your student has become familiar with these additional rhymes:

- "Star Light, Star Bright"
- "Twinkle, Twinkle, Little Star"
- "Hickory, Dickory, Dock"
- "Diddle, Diddle, Dumpling"
- "Little Bo Peep"
- "Little Boy Blue"
- "Baa, Baa, Black Sheep"
- "Humpty Dumpty"

Continue to use the activities that were suggested in the previous caregiver letter for talking about, illustrating, and reciting the nursery rhymes.

Today, your student listened to the well-known fable "The Lion and the Mouse," and learned that fables are short stories that teach a lesson, which is called the moral of the story. The students will also become familiar with the fables "The Dog and His Reflection" and "The Hare and the Tortoise." They will learn that many fables have animal characters that act like people.

Below are some suggestions for activities that you may do at home to continue enjoying the fables heard at school.

1. Characters and Events in Fables

Talk with your student about the characters and events in the fables. Make personal connections to the fables with questions such as, "Has a little friend ever been a great friend to you?"

2. Illustrating Fables

Have your student draw or paint a picture of one of the fables and then tell you about it. Ask questions to keep your student talking about the fable. Consider creating a three-part picture that shows the beginning, middle, and end of the fable.

3. Different Versions of Fables

Tell or read to your student different versions of a fable. Compare the similarities and differences.

4. Words to Use

Below is a list of some of the words your student will be using and learning about. Try to use these words as they come up in everyday speech with your student.

- *wish*—I like to wish upon a star when it is nighttime.
- *wagging*—Our dogs are wagging their tails because they are happy to see us.
- *wool*—My wool blanket keeps me warm.
- *reflection*—I can see my reflection in the mirror.

5. Read Aloud Each Day

It is very important that you read to your student every day. Refer to the list of recommended trade books sent home earlier in this domain for fables and collections of fables to share with your student. Be sure to talk about the moral of each fable, and how the moral might apply to you and your student.

Remember to let your student know how much you enjoy hearing what they have learned at school.

NAME: _____

DATE: _____

Directions: These three pictures show events from "The Dog and His Reflection." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue them in the correct order on a piece of paper.

NAME: _____

DATE: _____

DA.1 Assessment

1.		
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7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

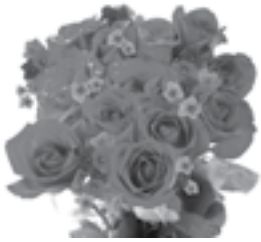
NAME: _____

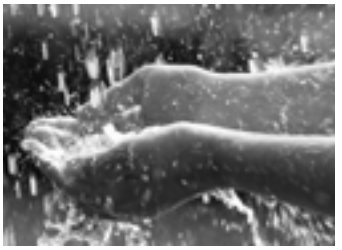
DATE: _____

DA.2

Assessment

Directions: Circle the picture that answers the question about the nursery rhyme or fable.

1.			
2.			
3.			
4.			
5.			
6.			

7.			
8.			
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NAME: _____

DATE: _____

DA.3

Assessment

1.		
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8.		

Directions: Listen to your teacher's instructions.

Knowledge 2

The Five Senses

NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will be learning about the five senses. Over the course of the domain, your student will learn about each of the five senses and the respective body parts.

Below are some suggestions for activities that you can do at home to continue learning about the five senses.

1. **"My Senses Are Amazing" Poem**

Read the following poem to your student. Point to each body part as you read.

My Senses Are Amazing

My senses are amazing,
They help me do so much.
My eyes can see, my ears can hear,
My skin and hands can touch.
My senses are amazing,
They make me happy, too.
My tongue can taste the food I eat,
My nose can smell perfume.
My senses are amazing,
They keep me safe from harm.
My nose smells smoke, my skin feels heat,
My ears hear fire alarms.
My senses are amazing,
And now you know them well.
Let's say all five together now:
Sight, hearing, taste, touch, smell.

2. Sensory Walk

Take a walk with your student, and encourage them to talk about what they see, hear, smell, etc. Have your student identify which body part is associated with each sense.

3. Texture Hunt

Your student will learn that objects have many different types of textures. Walk around the house or outside with your student and touch a variety of objects. Talk with your student about the texture of each of the objects. Use the word *texture* as often as possible.

4. Words to Use

Below is a list of some of the words that your student will be using at school. Try to use these words as they come up in everyday speech with your student.

- *harm*—Don't get too close to the fire; it could harm you.
- *protect*—We use an umbrella to protect us from the rain and keep us dry.
- *invisible*—The wind is invisible.
- *scents*—What kind of scents do you smell in your neighborhood?

5. Sayings and Phrases: Look Before You Leap, Better Safe Than Sorry

Your student will learn the well-known sayings "look before you leap" and "better safe than sorry." You may want to use these sayings the next time you and/or your student think ahead before acting.

6. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on the five senses and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to praise your student whenever they share what has been learned at school.

Recommended Resources for The Five Senses

The Five Senses (It's Science), by Sally Hewitt (Scholastic, 2002) ISBN 978-0516238623

Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses, by Pamela Hill Nettleton (Picture Window Books, 2006) ISBN 978-1404805088

My Senses Help Me, by Bobbie Kalman (Crabtree Publishing Company, 2010) ISBN 978-0778794721

You Can't Smell a Flower with Your Ear! All About Your 5 Senses, by Joanna Cole (Penguin Young Readers, 1994) ISBN 978-0448404691

You Can't Taste a Pickle with Your Ear: A Book About Your 5 Senses, by Harriet Ziefert, illustrated by Amanda Haley (Blue Apple, 2002) ISBN 978-1929766680

NAME: _____

DATE: _____

3.1 **Activity Page**

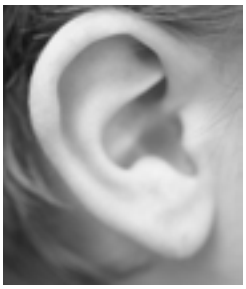
Directions: Draw examples of loud sounds in the column with the fire engine. Draw examples of soft sounds in the column with the mouse.

NAME: _____

DATE: _____

PP.1 **Assessment**

Directions: There are two columns of pictures. The left column shows objects that we can sense, and the right column shows the body parts we use to sense these objects. Draw a line from each object to the body part you would use the <u>most</u> to sense it.

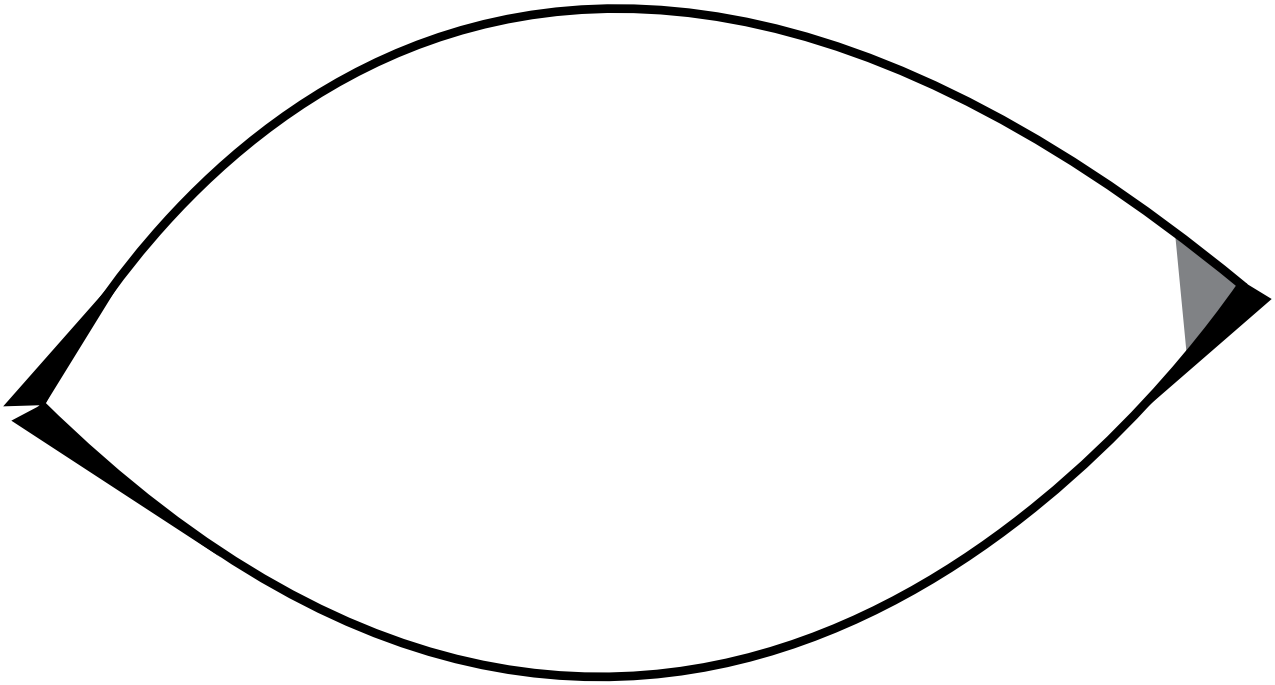


NAME: _____

DATE: _____

PP.2 **Activity Page**

Directions: Listen to your teacher's instructions to help you complete the picture of the eye. It is not necessary to label the parts of the eye.



NAME: _____

DATE: _____

Dear Caregiver,

Over the next few days, your student will be learning more about the five senses. They will learn about Helen Keller and Ray Charles, two people who overcame disabilities. Ray Charles was a world-renowned musician in spite of the fact that he was blind. Helen Keller, who was both deaf and blind, nonetheless learned how to communicate both by talking and through sign language, as well as how to read and write.

Below are some suggestions for activities that you can do at home to reinforce your student's learning about the five senses.

1. Ray Charles

If possible, buy, borrow, or download some of Ray Charles' songs and listen to them with your student. Suggested titles include:

- "Georgia on My Mind"
- "Hit the Road, Jack"
- "You Are My Sunshine"

2. Helen Keller

If possible, buy, borrow, or download one of the many videos that recount Helen Keller's life and her work with her teacher, Anne Sullivan. Watch the video with your student and talk about the challenges Helen learned to overcome.

3. Words to Use

Below is a list of some of the words that your student will be using at school. Try to use these words as they come up in everyday speech with your student.

- *remarkable*—That is a remarkable drawing!
- *sensations*—Sipping hot chocolate on a cold winter day is one of my favorite sensations.

4. Read Aloud Each Day

It is very important that you read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to the five senses.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

DATE: _____

DA.1 Assessment

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9.		
10.		

Directions: Listen to your teacher's instructions.

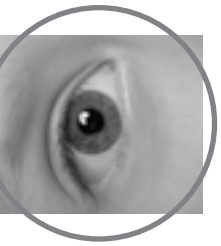
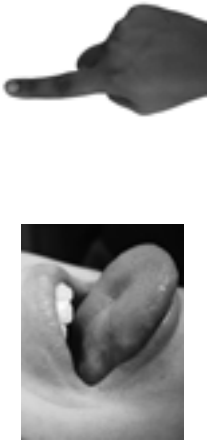
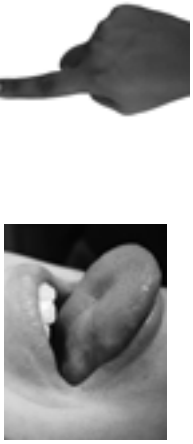
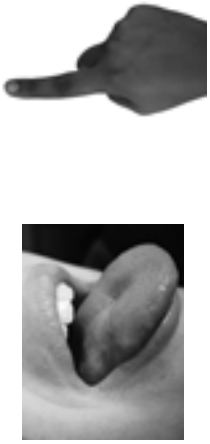
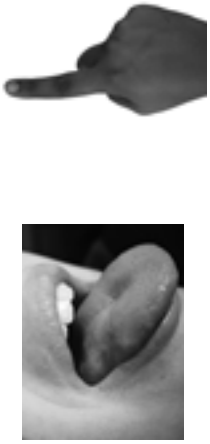
11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Listen to your teacher's instructions.

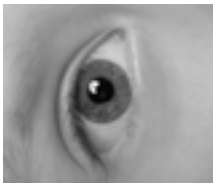
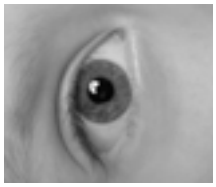
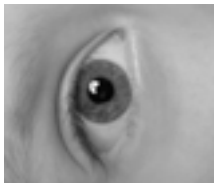
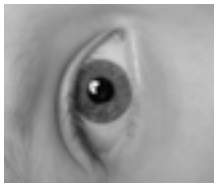
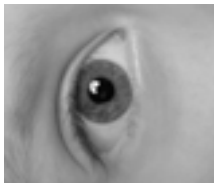
1.					
2.					
3.					
4.					
5.					

NAME: _____

DATE: _____

DA.3 Assessment

Directions: Listen to your teacher's instructions.

				
1.	2.	3.	4.	5.

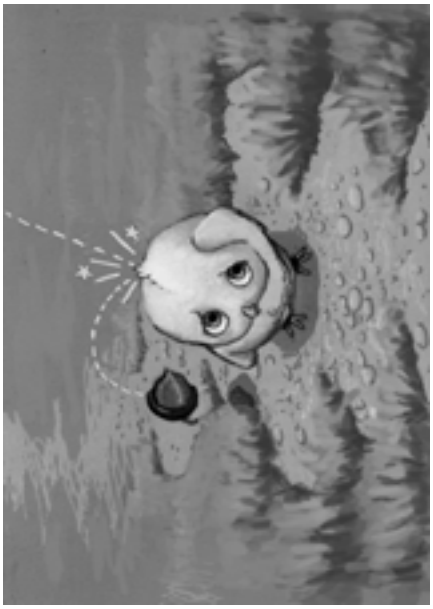
Knowledge 3

Stories

NAME: _____

DATE: _____

Directions: Cut out the three pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.



NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will be learning about classic stories including:

- "Chicken Little"
- "The Three Little Pigs"
- "The Three Billy Goats Gruff"
- "The Wolf and the Seven Little Kids"
- "The Bremen Town Musicians"

Your student will also learn the terms *setting*, *plot*, and *character* and will use them to talk about the stories they will hear. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your student.

1. Words to Use

Below is a list of some of the words that your student will use and learn about from the stories. Try to use these words as they come up in everyday speech with your student.

- *sly*—The sly cat waited for the mouse to look for the cheese.
- *blazing*—Don't look at the blazing hot sun; it will burn your eyes.
- *perched*—Look at that bird perched on the edge of the branch.

2. Character Illustration

Have your student draw a picture of their favorite character from a book or story they have heard recently. Then have your student explain to you why this character is their favorite character.

3. Theater at Home

Encourage your student to retell stories from school. Then, have Caregivers help perform the stories.

4. Read Aloud Each Day

Set aside time to read to your student every day. The local library has many story collections for you to share with your student.

Recommended Trade Books for Stories

Trade Books

The Fisherman and His Wife, by Rachel Isadora (Putnam Juvenile, 2008) ISBN 978-0399247712

Hansel and Gretel, by Rachel Isadora (Putnam Juvenile, 2009) ISBN 978-0399250286

How Chipmunk Got His Stripes, by Joseph Bruchac and James Bruchac, illustrated by José Aruego and Ariane Dewey (Puffin, 2003) ISBN 978-0142500217

How Many Spots Does a Leopard Have? And Other Tales, by Julius Lester, illustrated by David Shannon (Scholastic, 1994) ISBN 978-0590419727

NAME: _____

DATE: _____

2.1 **Activity Page**

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.

NAME: _____

DATE: _____

4.1 **Activity Page**

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.

NAME: _____

DATE: _____

PP.1

Assessment

Directions: Listen to the teacher's instructions. Next, look at the two pictures in the row and find the one that answers the question. Circle the correct picture.

1.		
2.		
3.		
4.		
5.		

Knowledge 3

NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will enjoy more classic stories including:

- "Momotaro, Peach Boy"
- "The Story of Jumping Mouse"
- "Goldilocks and the Three Bears"
- "Tug-of-War"

Next, your student will review the terms *setting, plot,* and *character* which they have been using to talk about the stories they have heard. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your student.

1. Words to Use

Below is a list of some of the words that your student will be using and learning about from the stories. Try to use these words as they come up in everyday speech with your student.

- *perilous*—That path looks perilous; let's take a different one.
- *misused*—This hairbrush was misused when someone tried to clean the carpet with it.
- *foolishness*—It was pure foolishness to go outside in the cold without a coat.

2. Setting, Characters, Plot Illustration

Have your student draw a picture of the setting of their favorite story they heard recently. Then have your student draw the characters from the story on the same page. Finally, have your student describe the plot or events in the story.

3. Theater at Home

Encourage your student to retell stories from school. Then, have Caregivers help perform the stories.

4. Tug-of-War

Play a game of Tug-of-War with your student. Be sure to explain to them how the game is won. Relate the game to the story "Tug-of-War" that your student heard in school. Ask your student to describe the plot of the story and who won the tug-of-war in the story.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has many story collections for you to share with your student. Please refer to the list of books sent home with the previous caregiver letter, recommending resources related to these stories.

6. Sayings and Phrases: Do Unto Others As You Would Have Them Do Unto You

Your student will also learn the well-known saying, "do unto others as you would have them do unto you." See if you can find times throughout the day to have your student reflect on this saying.

NAME: _____

DATE: _____

9.1 **Activity Page**

Directions: Listen to the teacher's instructions. Draw a picture in each circle as instructed.

Plot

Setting

Character

Knowledge 3

NAME: _____

DATE: _____

DA.1 Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

1.			
2.			
3.			
4.			
5.			

Knowledge 3

6.			
7.			
8.			

NAME: _____

DATE: _____

DA.3 Assessment

Directions: Draw a line from the characters on the left to their story settings on the right.

Knowledge 4

Plants

NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will be learning about plants and plant parts. In addition, your student will learn that plants are living things and that there are many different kinds of plants.

Below are some suggestions for activities that you may do at home to continue to enjoy learning about plants.

1. Plant Experiment

Plant seeds in four different containers. With the first group of seeds, provide no water or sun. With the second group of seeds, provide water, but no sunlight. With the third group of seeds, provide sunlight, but no water. With the fourth group of seeds, provide sun and water. Be sure to explain to your student what you are doing.

Make predictions with your student about which of the seeds will sprout and grow the best. Observe each of the containers every couple of days. Discuss with your student the changes that have taken place, if any. After a week or two, revisit the predictions and discuss with your student whether the predictions were correct and why or why not.

2. Words to Use

Below is a list of some of the words that your student will use and learn about. Try to use these words with your student as they come up in everyday speech.

- *plants*—What do you think about those plants over there?
- *plant*—I think we should plant some flowers in the garden.
- *flowers*—Look at those beautiful flowers.
- *soil*—I used a shovel to dig into the soil to plant my flower.

3. Plants Out and About

Anytime you are outside with your student, talk with them about the plants you see around you—their size, shape, color, etc. Have your student identify the different plant parts for you.

4. Read Aloud Each Day

Set aside time to read to your student each day. The local library has many nonfiction books about plants, as well as fictional selections. A list of books and other resources relevant to this topic is attached to this letter.

Be sure to let your student know how much you enjoy hearing about what they have been learning about at school.

Recommended Resources for Plants

Trade Book List

Eating the Alphabet: Fruits & Vegetables from A to Z, by Lois Ehlert (Voyager Books, 1993) ISBN 978-0152244361

Eyewitness Plant (DK Eyewitness Books), by David Burnie (DK Publishing, 2011) ISBN 978-0756660352

From Bud to Blossom (Apples), by Gail Saunders-Smith (Capstone Press, 2006) ISBN 978-1560659518

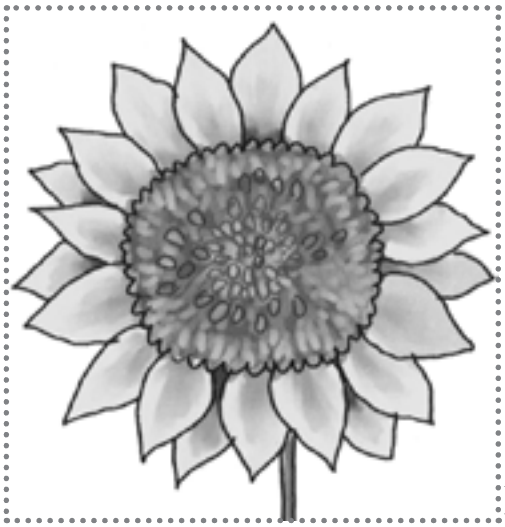
From Seed to Plant, by Gail Gibbons (Live Oak Media, 2012) ISBN 978-1430110798

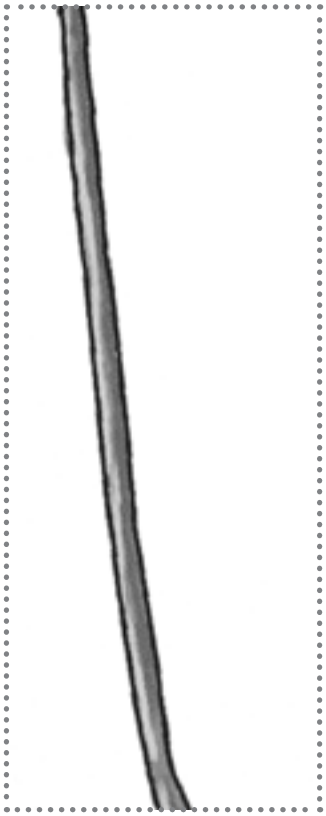
NAME: _____

DATE: _____

2.1 **Activity Page**

Directions: The activity page shows the parts of a plant. Cut out and paste the parts to make a whole plant.





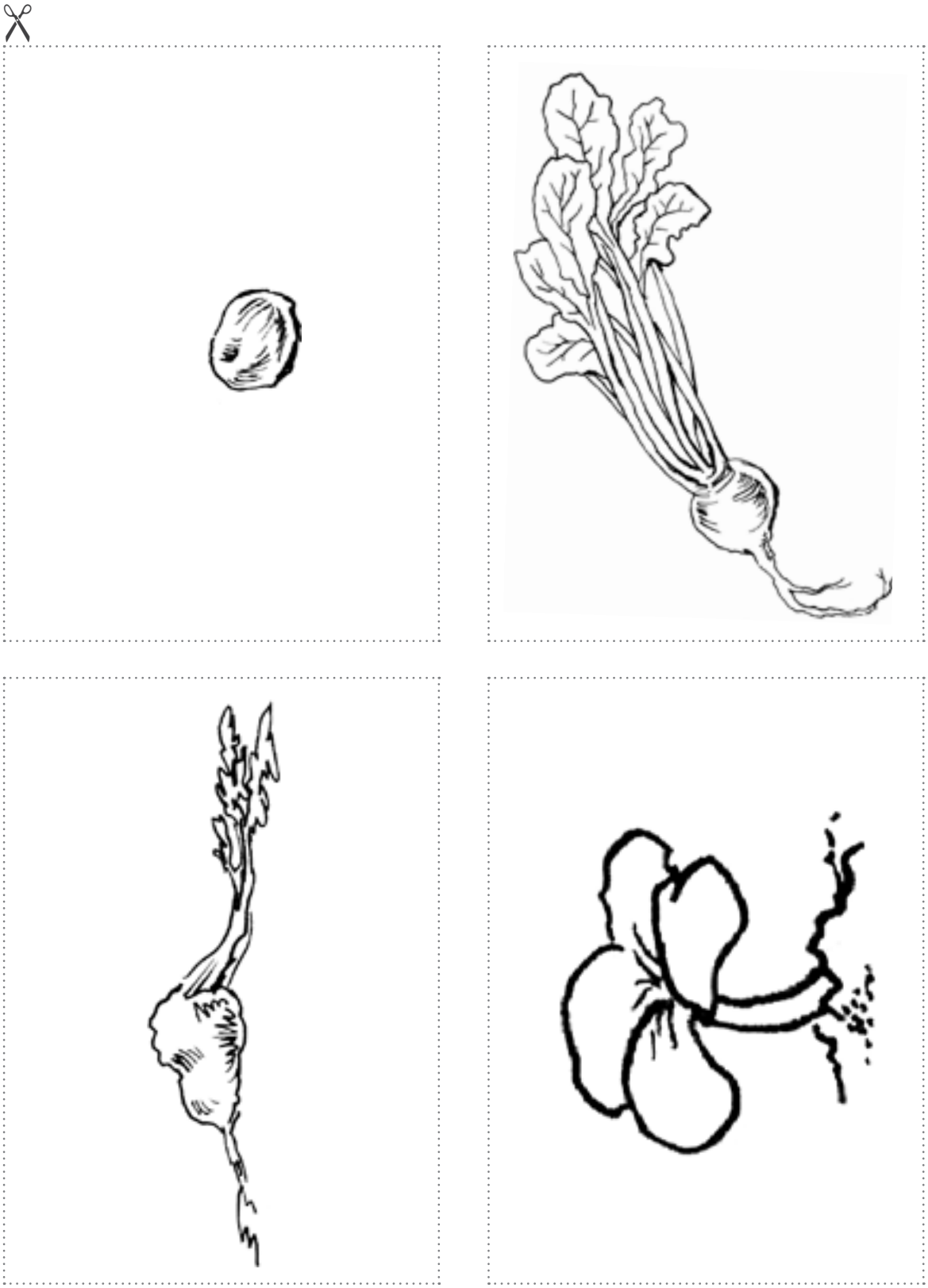
Knowledge 4

NAME: _____

DATE: _____

4.1 **Activity Page**

Directions: Color the pictures of the turnip at various stages, then cut them out. Sequence the pictures, starting with the beginning of the turnip's life cycle and finishing with the picture that demonstrates the end of the turnip's life cycle. Last, glue the pictures in the correct order onto a separate sheet of paper.



NAME: _____

DATE: _____

PP.1 **Assessment**

Directions: The activity page shows the stem of a plant growing out of the earth. Draw in and color the other parts of the plant.

NAME: _____

DATE: _____

Dear Caregiver,

Over the past several days, your student has been learning about plants, plant parts, and pollination. Your student will soon learn about germination, the difference between deciduous and evergreen trees, interesting plants, plants and people, and George Washington Carver.

Below are some suggestions for activities you may do at home to continue to enjoy learning about plants.

1. Leaf Rubbings

If possible, collect a number of different types of leaves. Have your student compare and contrast the different types of leaves—size, color, shape, etc. Have them make a rubbing of the leaves by placing a sheet of paper over the leaves and gently rubbing the paper with a pencil or the side of a crayon.

2. Words to Use

Below is a list of some of the words that your student will use and learn about. Try to use these words as they come up in everyday speech with your student.

- *deciduous*—That is a deciduous plant; it loses its leaves in the fall.
- *evergreen*—That evergreen tree keeps its leaves all year!
- *bouquet*—Isn't that a pretty bouquet? It is so nice to receive a bunch of flowers!

3. All About Roots

One way to illustrate roots for your student is to buy seedlings and shake away the dirt to reveal the root system.

4. Read Aloud Each Day

Set aside time to read to your student each day. The local library has many nonfiction books about plants, as well as fictional selections. Please refer to the list of books sent home with the previous caregiver letter, recommending resources related to plants.

5. Sayings and Phrases: Great Oaks from Little Acorns Grow

Your student will also learn the well-known saying *great oaks from little acorns grow*. Things or people that may seem small and insignificant at first can often turn into something or someone important. You may wish to find opportunities to apply this saying for your student.

6. Plants as Food

While eating with your student, explain which parts of the meal come from plants and identify those plants by name. Also, tell your student which part of the plant the food comes from. You may wish to talk about which plants are considered fruits and which plants are considered vegetables. The chart below shows commonly eaten foods and the plant parts they come from:

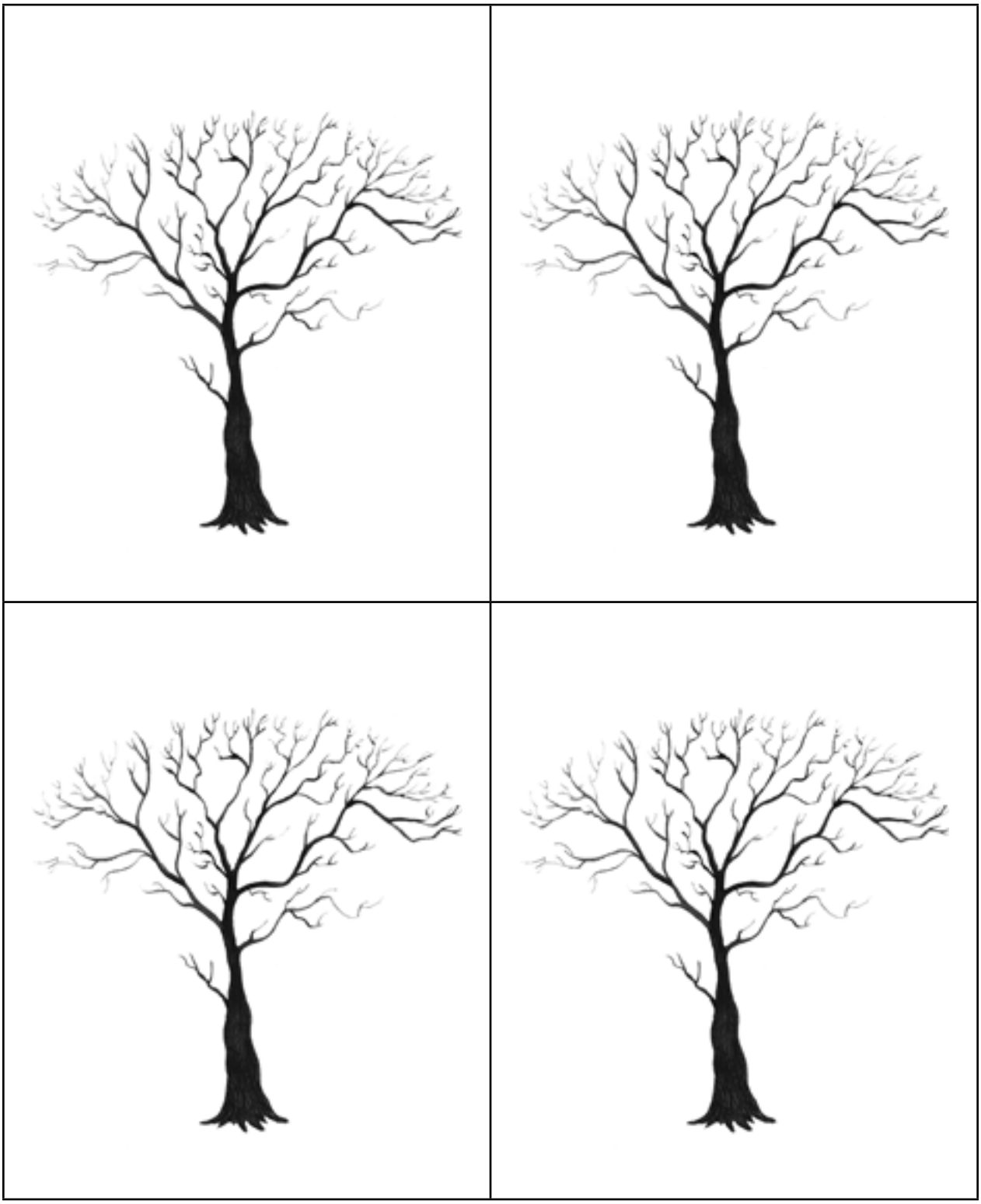
Roots	Stems	Leaves	Seeds	Flowers	Fruits
potato	celery	lettuce	wheat	cauliflower	apple
carrot	sugar cane	cabbage	corn	broccoli	tomato
beet	asparagus	spinach	rice		orange
radish		parsley	beans		
turnip		basil	oats		
			barley		

NAME: _____

DATE: _____

8.1 **Activity Page**

Directions: Think about how a deciduous apple tree looks in each season: spring, summer, fall, and winter. Think about how you can show this in a picture with the parts of the tree and with different colors. Decorate the trees to show the seasons.



NAME: _____

DATE: _____

10.1 **Activity Page**

Directions: Draw a line from each item on the left to the plant that it comes from on the right.

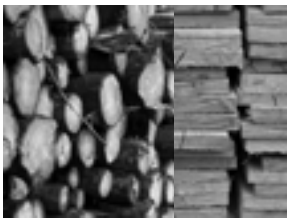
1.

2.

3.

4.

5.



NAME: _____

DATE: _____

DA.1 Assessment

1.		
2.		
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4.		
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9.		
10.		

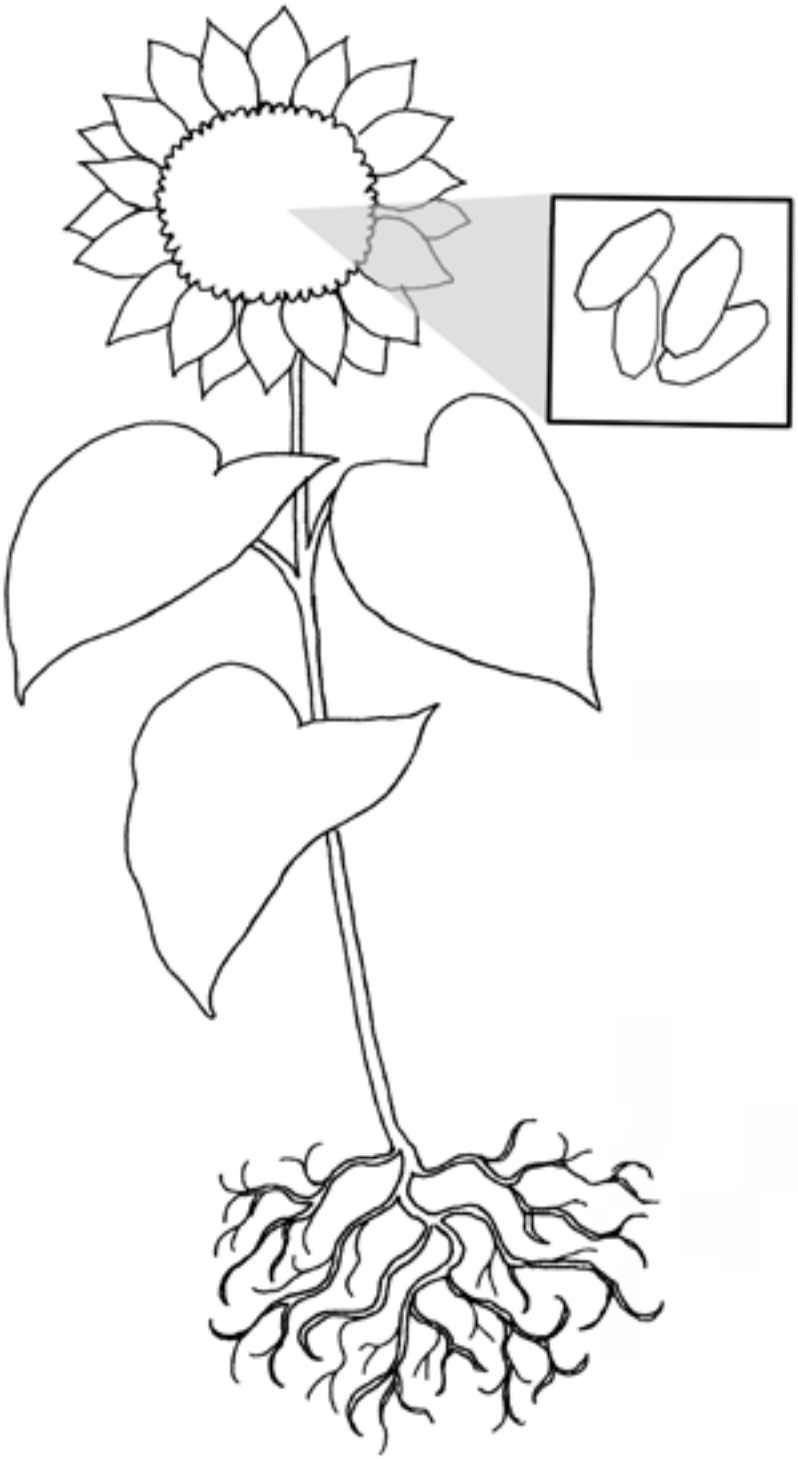
Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2 Assessment



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

DA.3 Assessment

Directions: Listen to your teacher's instructions.

1.

2.

NAME: _____

DATE: _____

DA.4 Assessment

1.		
2.		
3.		
4.		
5.		

Directions: Listen to your teacher's instructions.

Knowledge 5

Farms

NAME: _____

DATE: _____

Dear Caregiver,

Are you familiar with the song "Old MacDonald Had a Farm"? If not, have your student teach it to you! During the next two weeks, your student will be learning about farms. The focus for the first several days will be farm animals, specifically cows, chickens, pigs, and sheep. Your student will learn farm animal names and the sounds these animals make. They will learn that farm animals need food, water, and space to live and grow, and will learn why farmers raise animals. Your student will understand that farmers work very hard to provide food for us.

Below are some suggestions for activities you may do at home to reinforce what has been learned at school.

1. Search for Farm Pictures

Look through books or magazines for pictures of animals. First, ask your student if the animal lives on a farm or not. If the animal is a farm animal, ask your student if they can name the animal and make the sound that the animal makes. Also, talk with your student about what the farm animal needs—food, water, and shelter—and how the farmer provides these needs.

2. Identify Foods from Farms

When you are grocery shopping, or preparing or eating a meal, talk with your student about the foods that came from a farm. Over the next few days, they will learn about dairy, beef, chicken, and pork products. (Note: You may want to explain to/remind your student that for different reasons, some people do not eat eggs, dairy, or meat.)

3. Draw a Farm

Have your student draw or paint a picture of a farm or one of the farm animals and then tell you about it. Again, ask questions to keep your student using the vocabulary they have learned.

4. Visit a Farm or Farmers' Market

See if there is a farm in your community that you may visit with your student to learn more about farms. If not, a farmer's market is another great option. Also, talk about any farms, barns, tractors, pastures, and farm animals that you might pass when you are traveling to various places.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has both fiction and nonfiction books about farms and farm animals that you may share with your student. A list of books and other relevant resources is included at the end of this letter.

6. Sayings and Phrases: The Early Bird Gets the Worm

Your student will also learn the well-known saying, "the early bird gets the worm." Farmers are certainly early birds. Ask your student if they can think of good things or rewards that come from being early. Find opportunities to use this saying when your student is or is not being the "early bird."

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

Recommended Resources for Farms

Trade Books

Cycle of Rice, Cycle of Life: A Story of Sustainable Farming, by Jan Reynolds (Lee & Low Books, 2009) ISBN 978-1600602542

A Day in the Life of a Farmer, by Heather Adamson (Capstone Press, 2006) ISBN 978-0736846745

Food from Farms, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939434

Life on a Crop Farm, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 978-1575055183

One Hen: How One Small Loan Made a Big Difference, by Katie Smith Milway and illustrated by Eugenie Fernandes (Kids Can Press, 2008) ISBN 978-1554530281

NAME: _____

DATE: _____

PP.1 **Activity Page**

Recording Sheet for Recitation of "Old MacDonald Had a Farm" Assessment

Note: You will want to find a time for each student to to recite "Old MacDonald Had a Farm" for you or the class. Use this recording sheet to document this assessment.

Student's Name _____

Date _____

Scoring:

10 Recited entire nursery rhyme correctly

5 Recited some lines of the nursery rhyme correctly

1 Was not able to recite any lines of the nursery rhyme correctly

Comments _____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Dear Caregiver,

I hope you have been having fun doing activities at home to learn about farms and farm animals. The focus for the next several days will be farm crops. Your student will learn crop names, what farmers need to provide so crops will live and grow, and why farmers raise crops. They will learn what happens on a farm during each of the four seasons. Your student will continue to learn that farmers work very hard to provide food and then arrange to have the food transported from farm to market. Your student will also enjoy listening to "The Little Red Hen," a classic fable about the rewards of hard work.

Below are some suggestions for activities you can do at home to reinforce what has been learned at school.

1. Search for Farm Pictures

Look through books or magazines for pictures of farms and farm crops. Ask your student if they can name the crop and how the crop may be used. Also, talk with your student about what the crop needs—food, water, and pest control—and how the farmer provides these.

2. Identify Foods from Farms

When you are grocery shopping, or preparing or eating a meal, talk with your student about the foods that came from farm crops. They will learn about fruits, vegetables, and foods made from grains such as bread, cereal, and pasta.

3. Draw a Farm

Have your student draw or paint a picture of a farm with crops and then tell you about it. Again, ask questions to keep your student using the vocabulary they have learned.

4. Visit a Farm or Farmers' Market

See if there is a farm in your community that you may visit with your student to learn more about farms. If not, a farmer's market is another great option. Also, talk about any farms, barns, tractors, pastures, and farm animals you might pass when you are traveling various places.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has both fiction and nonfiction books about farms and farm crops that you may share with your student. Refer to the list sent home with the last caregiver letter.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

Directions: The pictures on the worksheet show some of the events of "The Little Red Hen." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the events of the story from beginning to end. Retell the story using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.

NAME: _____

DATE: _____

Activity Page

NAME: _____

DATE: _____

9.1 **Activity Page**

Directions: The pictures on the worksheet show some of the events that take place to get food from the farm to the market. Look at each picture and think about what is happening. Cut out the pictures and arrange them to show the order of events. Retell the events using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.

Knowledge 5

NAME: _____

DATE: _____

DA.1 Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Circle the picture that answers each question about farms.

1.			
2.			
3.			
4.			
5.			
6.			

Knowledge 5

7.

8.

9.

10.

Knowledge 6

Native Americans

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Listen to your teacher's instructions.

	Environment	Clothing	Food	Shelter
Students Today				
Lakota Sioux				
Wampanoag				
Lenape				

NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will be learning about different Native American tribes and the ways they lived long ago. They will learn that there were many, many tribes in many different regions of the country. The focus of this domain will be upon three tribes: the Lakota Sioux, the Wampanoag, and the Lenape. The Lakota Sioux settled in the Great Plains region of the United States, while both the Wampanoag and the Lenape lived in the Eastern Woodlands region. These tribes have been chosen to provide a clear comparison of daily life among Native Americans, including:

- how they lived
- what they wore and ate
- what their homes were like

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Native Americans of long ago.

1. Where Are We?

Help your student locate the Great Plains (North and South Dakota, Nebraska, Wyoming, Montana, Oklahoma, Texas, Colorado) and the Eastern Woodlands (particularly Rhode Island, Massachusetts, and New York) on a U.S. map. Share any knowledge you have of these areas. Point out on the map where you live.

2. Words to Use

Below is a list of some of the words that your student will use and learn about. Try to use these words as they come up in everyday speech with your student.

- *tribes*—There are many different Native American tribes, each with its own culture and traditions.
- *shelter*—The tent gave us shelter from the storm.
- *agile*—The agile gymnast performed on the balance beam.
- *mischief*—My little sister likes to get into mischief by hiding all my favorite books.
- *succulent*—The strawberries we picked off the vine were succulent.

3. If You Were There

With your student, imagine what it would have been like to live without any of our modern conveniences, having to depend upon the environment for food, clothing, and shelter. Talk about what you would have seen and heard and how you would have felt.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on Native Americans and a list of books and other resources relevant to this topic is included at the end of this letter.

Be sure to praise your student whenever they share what has been learned at school.

Recommended Resources for Native Americans

Children of Native America Today, by Yvonne Wakim Dennis and Arlene B. Hirschfelder (Charlesbridge, 2003) ISBN 978-1570914997

How the Stars Fell Into the Sky: A Navajo Legend, by Jerrie Oughton, illustrated by Lisa Desimini (Sandpiper, 1996) ISBN 978-0395779385

If You Lived with the Iroquois, by Ellen Levine, illustrated by Shelly Hehenberger (Scholastic, Inc., 1998) ISBN 978-0590674454

If You Lived with the Sioux Indians, by Ann McGovern, illustrated by Jean Drew (Scholastic, Inc., 1992) ISBN 978-0590451628

The Sioux, by Alice Osinski (Children's Press, 1984) ISBN 978-0516019291

NAME: _____

DATE: _____

2.1 **Activity Page**

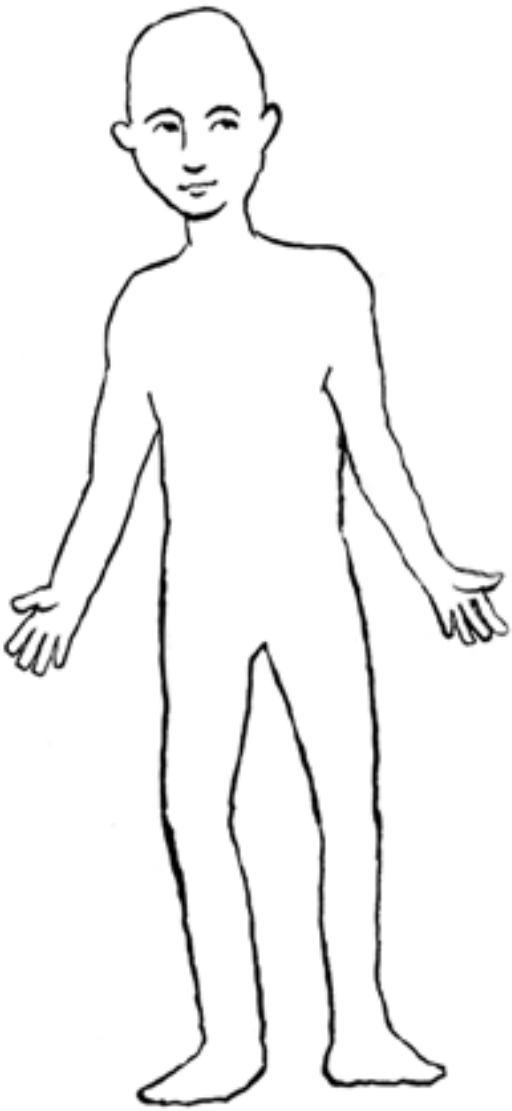
Directions: Circle the items that might have been made from parts of the buffalo.

NAME: _____

DATE: _____

3.1 **Activity Page**

Directions: 1. Draw a picture of the kind of house in which the Lakota Sioux lived. 2. Draw a picture of what the Lakota Sioux ate. 3. Finish the picture of the Lakota Sioux Native American by "dressing" the figure in typical Sioux clothing.



NAME: _____

DATE: _____

Dear Caregiver,

I hope your student has enjoyed learning about the Lakota Sioux Native American tribe. Over the next several days, your student will be learning about the Wampanoag and Lenape tribes, as well as Native American tribes today. It is important for all of us to recognize the past, but it is equally important to acknowledge the present.

Below are some suggestions for activities that you may do at home to reinforce the fact that Native Americans are one of the many groups of people that contribute to America's diversity today.

1. Native American Neighbors

What Native American tribes are represented in your area today? Is there a way that you can find out more about them? Do they hold powwows, host educational events, or share knowledge with the larger community? Do some research with your student to find out.

2. Words to Use

Below is a list of some of the words that your student will use and learn about. Try to use these words as they come up in everyday speech with your student.

- *feasts*—At Thanksgiving, my family feasts on turkey, mashed potatoes, green beans, corn, and pumpkin pie.
- *traditions*—Native American tribes today celebrate many of the traditions of their ancestors.

3. Read Aloud Each Day

Set aside time to read to your student each day. The local library has many nonfiction books about Native Americans, as well as fictional selections. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to Native Americans.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

DATE: _____

PP.1 **Activity Page**

Directions: Cut out the four images that are related to the Lakota Sioux people and tape or glue them on another piece of paper.

NAME: _____

DATE: _____

DA.1 Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Listen to your teacher's instructions.

1.

2.

3.

4.

5.

6.

7.

8.

Core Knowledge Language Arts
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Millie Triana, Operations Specialist

Melissa Cherian, Executive Director, Strategic Projects

Catherine Alexander, Associate Director, Project Management

Stephanie Melinger, Senior Project Manager

Zara Chaudhury, Project Manager

Patricia Beam Portney, Project Coordinator

Tamara Morris, Project Coordinator

Contributors

Cletis Allen, Nanyamka Anderson, Raghav Arumugan, Rosalie Asia, Dani Aviles, Olioli Buika, Bill Cheng, Sherry Choi, Stuart Dalgo, Claire Dorfman, Angelica Escalante, Edel Ferri, Rebecca Figueroa, Nicole Galuszka, Rodrigo Garcia, Parker-Nia Gordon, Danae Grandison, Ken Harney, Elisabeth Hartman, Molly Hensley, David Herubin, Isabel Hetrick, Sara Hunt, Sarah Kanu, Ashna Kapadia, Jagriti Khirwar, Kristen Kirchner, James Mendez-Hodes, Emily Mendoza, Francine Mensah, Christopher Miller, Lisa McGarry, Marguerite Oerlemans, Lucas De Oliveira, Melisa Osorio Bonifaz, Emmely Pierre-Louis, Jackie Pierson, Sheri Pineault, Diana Projansky, Dominique Ramsey, Todd Rawson, Darby Raymond-Overstreet, Max Reinhardsen, Jessica Roodvoets, Mia Saine, Zahra Sajwani, Natalie Santos, Meena Sharma, Jennifer Skelley, Nicole Stahl, Julia Sverchuk, Flore Thevoux, Elizabeth Thiers, Jeanne Thornton, Amanda Tolentino, Julie Vantrease, Paige Womack, Amy Xu, Jules Zuckerberg

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Lauren Pack

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Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

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Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

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Schools

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Writers

Michael L. Ford, Core Knowledge Staff

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Writers

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Writers

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Joyce G. Latimer, Edward Mills

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